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Plants," and the closing chapter consists of an outline of topics suggested for study in each of the nine grades.

It may be said that the book differs from others in the same field in the method of treatment rather than in the subjects considered. Abundant facts are presented, more indeed than any teacher can use with her class, but the sensible presentation advocated and the pleasing absence of those frivolous things which are found in almost all of our nature study books, are the especial points which will bring this book into a wide field of usefulness. With its excellence in this regard it is peculiarly unfortunate that the author should include "legends and myths" as a part of his nature study course. Not infrequently the mythical stories which have been told about nature have made it very difficult indeed to present satisfactorily those things which are true and really more wonderful and interesting than are the myths. "The wonderland of childhood must henceforth be sought within the domains of truth. The strange facts of natural history, and the sweet mysteries of flowers and forests, and hills and waters, will profitably take the place of the fairy lore of the past." (J. G. Whittier.) The text-matter of *Nature Study and Life* is a good embodiment of the idea in the quotation, and the reviewer cannot see why legends and myths are included in the grade plans. This feature, however, is not conspicuous, and it is to be hoped will be made less so by the large number of teachers who will use the book. Together with Mr. D. Lange's *Nature Study*, which has been so efficient, this book by Mr. Hodge should bring us rapidly from that which has been passing under the name of nature study into a real study of those accessible things in elementary science which will develop the boys and girls, giving them an abiding interest in such work, and leave them with a store of useful knowledge.

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#### SOME ANCIENT HISTORIES.

*Ancient History to the Death of Charlemagne.* By WILLIS MASON WEST, Professor of History in the University of Minnesota. Boston: Allyn & Bacon, 1902. Pp. xxxvii + 564.

*A History of the Orient and Greece*—for High Schools and Academies. By GEORGE WILLIS BOTSFORD. New York: The Macmillan Co., 1901. Pp. lxxv + 383.

*A History of Greece from the Earliest Times to the Death of Alexander the Great.* By C. W. C. OMAN, Seventh edition: Revised. New York: Longmans, Green & Co., 1901. Pp. xiii + 560.

*Outlines of Roman History*—for the use of High Schools and Academies. By WILLIAM C. MOREY, Ph.D. New York: American Book Company. Pp. 348.

*History of the Roman People.* By CHARLES SEIGNOBOS. Translation edited by William Fairley, Ph.D. New York: Henry, Holt & Co., 1902. Pp. x + 526.

WEST's *Ancient History* is, to our knowledge, the first book which attempts to meet the demands of the now famous "Report of the Committee of Seven" in covering the

great field from the beginnings of history to the reign of Charlemagne. Many features of the book are admirable. The author has an eye for the grouping of his material. His "Analytical Table of Contents" occupying nearly thirty pages, should be a veritable treasure-house to most teachers, not to say, pupils. It is the best outline of the subject to be found anywhere. Of course all parts of it are not equally well done, it is, perhaps, weakest in the oriental section where the historical development should be handled as a whole, not broken up into histories of the several countries. The treatment of the subject follows this outline rigidly and discloses the fundamental defect of the book—its complexity. The analysis is too complete to be followed easily from page to page of the text. Add to this the author's studied emphasis on the inner side of the history and its minimizing of outward events, of wars and of personal details—and you have a book which only a most skilful and well-read teacher can use successfully. The style, too, is not simple, and will make the book hard reading for the class of pupils for which it is intended. These objections do not make against the solid worth of the author's work, but only against the availability of it as a text-book. No one can read it without being instructed, or without recognizing that it has been written by one who has made thorough studies and has a sense of order and form. The maps and plans, the aids to teachers and helps to the pupil are excellent.

To his popular and excellent *History of Greece* Botsford has prefixed some account of the oriental peoples, and thus made his *A History of the Orient and Greece*. The oriental part, which especially calls for notice, must frankly be called very unsatisfactory. Not only does it take up the different peoples separately—which no modern historian of antiquity should think of doing—but in general statements and presentation of details it is often quite inaccurate. In this matter of inaccuracy, indeed, West is not far behind him. If specialists in classical history must write on the Ancient Orient they should submit their work to specialists in the latter field, if they are not willing to take the time to master it themselves.

Oman's *Greece* appears in a seventh edition revised. The number of pages remain the same. The changes consist in a revision of the second chapter, which is now entitled "Aegean Civilization," and of the narratives of certain battles of the fifth century. A number of illustrations of coins and sculptures are inserted as head- and tail-pieces in connection with the several chapters. The same small type is employed. The book is likely in the new form to have a new lease of life. While a little advanced for the most of the pupils who take Greek history in our schools, its clearness, fullness, soberness and accuracy will continue to commend it to many teachers. It stands halfway between Botsford and Bury.

Two new histories of Rome are offered for use in schools. Morey's *Outlines* has already been tried in many schools with much success. It is brief, simple, well-proportioned and accurate. It strikes us a little strangely that Seignobos' *History of Rome* should be thought useful in American schools. It is a narrative history, distinctly interesting, intended primarily to tell the story of Rome's progress, not disdaining even the legends and the personal anecdotes. The trend in our schools seems all the other way. Our teachers are more interested in institutions. But, no doubt, it is worth while to have the former method and ideal kept in view as is done by this book in the lucid and engaging fashion characteristic of the French historians. Professor Fairley has done his work of translation admirably, and has supplemented the original work by chapters which carry the narrative down to Charlemagne.

G. S. GOODSPEED.